

## **Curriculum Unit: Issues related to Race, Ethnicity, & Gender in East Asia**

Course: Ethnic Studies      9th Grade      3-55 minute class periods

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**1. Rational:** Included in Ethnic Studies course for 9th grade students. Extensive discussion of Race and Ethnicity has already happened at this point, and students are well aware of the concept of gender. We have already discussed racism, privilege, gender bias and the influence of Dominant Culture in the United States and how it affects minority groups.

Students are familiar with the Chinese Exclusion Act, the Japanese Internment, and discrimination towards Asian immigrants and Asian Americans here in the United States. **This Unit is to create awareness that similar issues of discrimination based on race, ethnicity, and gender occur in Asia today and historically as well.**

Students have been using Say/Mean/Matter with several different documents, readings, and videos. A description of Say/Mean/Matter is included in the daily lesson plans within the Unit.

### **2. Skill and Content Objectives: Common Core State Standards**

#### Reading Standards for Literature Grades 9-10

-Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

-Craft and Structure

6. Analyze a particular point of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Reading Standards for informational Text Grades 9-10

-Key Ideas and Details

2. Determine a central idea of a text; provide an objective summary of the text

#### Speaking and Listening Standards 9-10

-Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions
  - a. Come to discussions prepared

### **3. Detailed Lesson Plans:**

Daily lesson plans accompany this document and required readings

(lesson plan template used is common format for Social Science department where I teach enabling easy sharing with colleagues teaching Ethnic Studies)

Day 1: Race and Ethnicity

Day 1 Reading: Kapitan Lee (excerpts marked on PDF)

Day 2: Dominate Culture superiority

Day 2 Reading: Leaving Asia (in Meiji Transformation chapter)

Day 3: Gender Bias

Day 3 Reading: The Challenge of Reporting on Women in China,  
Where Men Control the Narrative

#### **4. Assessing Student Achievement**

Students will complete and turn in all written portions of daily lessons.

“Say” responses include 2-3 quotations from the text

“Mean” responses of at least 3 significant sentences effectively discussing the main idea(s) of the text.

“Matter” responses of at least 3 significant sentences discussing why it matters to the student, others, in light of Ethnic Studies, etc.

Assessment of engagement in pair discussions will be monitored by the teacher, with redirection provided as needed.

Whole class discussions facilitated by teacher, calling on volunteers and other students to participate